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ABSTRACT

One of a series of modules designed to help people in Oklahoma become more self-sufficient in their personal and professional lives, this document is designed to introduce students to the function of various levels of U.S. government, symbols considered to have particular relevance to U.S. citizens, and how adults can make a difference as citizens. The six units in this document are getting to know the U.S. government, local government, meeting the community, understanding U.S. symbolism, voting, and law enforcement. The document begins with an explanation of its use. The instructional units follow, each of which may include a unit objective, specific student objectives, suggested activities, suggested resources, teacher's procedures, optional teaching aids, transparency masters, information sheets, supplemental student materials, assignment sheets, tests, and answers to tests and assignment sheets. (CML)

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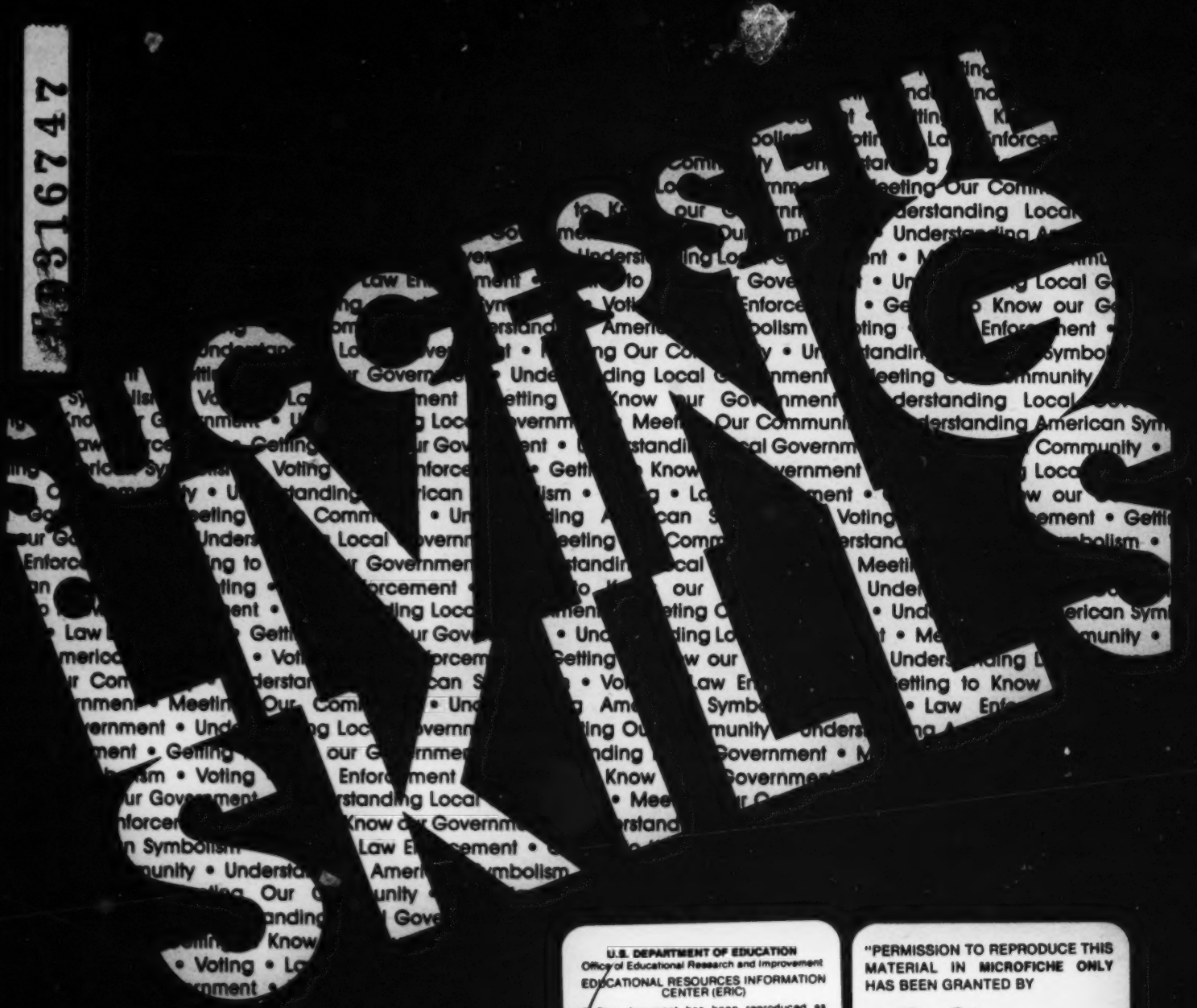

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Responsible Citizenship Practices

Developed by
Curriculum and Instructional Materials Center
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FOREWORD

The *Successful Living Skills* series is intended to help people become more self-sufficient in their personal and professional lives. The series contains fourteen (14) modules ranging in subjects from Basic Automotive Responsibilities to Managing Personal Matters to Effective Employment Practices. Each module takes the student through the important areas within the subject matter to ensure a basic working knowledge.

The *Responsibility Citizenship Practices* module is designed to introduce students to the basis for which our nation has survived for over 200 years. The students will be provided with information on how various levels of our government function as well as those symbols that are "American" and how as adults they **can** make a difference as a United States citizen.

Roy Peters, Jr., State Director
Oklahoma State Department of
Vocational and Technical Education

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The development of the *Successful Living Skills: Responsible Citizenship Practices* is credited to the staff of the Oklahoma State Department of Vocational and Technical Education (SDVTE) and various individuals.

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Terrell B. Ogilvie
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OTHER MODULES IN THE SUCCESSFUL LIVING SKILLS SERIES

Effective Employment Practices

Successful Human Relations

Successful Study Habits

Effective Communicaton

Basic Automotive Responsibilities

Development of Financial Skills

Basic Shelter Responsibilities

Managing Personal Matters

Successful Clothing Management

Effective Social Skills

Personal Health and Safety

Securing Information

Personal Meal Alternatives

Instructional Units

Responsible Citizenship Practices includes six instructional units. A standard format was established in 1970 for development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components that form a unit of instruction: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. Depending on the specific objectives, there may or may not be transparency masters, supplements, assignment sheets, or job sheets included in the unit of instruction.

All of the unit components "zero in" on measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help him or her determine the following

A. Amount of material that can be covered in each class period

B. Skills that must be demonstrated

   1. Supplies and equipment needed

   2. Amount of practice needed

   3. Amount of class time needed for demonstrations

C. Supplementary materials, such as pamphlets and videos, that must be ordered

D. Resource people to contact

Performance Objectives (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the performance necessary to reach the unit objective. Since the objectives of the unit provide direction for the teaching/learning process, it is important that teachers and students have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms that may have been used in this material.

A. Name — The individual supplies a name for objects, events, or people

   Behavioral synonyms: Label, list, letter record, reiterate, repeat, write

B. Identify — The individual selects a named, described, or pictured object by pointing to it, touching it, picking it up, or selecting it

   Behavioral synonyms: Select, mark, match, choose, judge

C. State a rule — The individual communicates a relationship or principle that could be used to solve problems or perform a task

D. Apply a rule — The individual supplies an answer to a problem by using a stated relationship or principle

   Behavioral synonyms: Solve, calculate

E. Describe — The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

   Behavioral synonyms: Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish — The individual selects an object or event from two or more that are easily confused

   Behavioral synonyms: Discriminate, differentiate

G. Order — The individual arranges three or more objects or events in a sequence based on a stated property

   Behavioral synonyms: Arrange, sequence, list in order, classify, divide, isolate, sort

H. Construct — The individual makes a physical object, a verbal statement, or a drawing

   (NOTE: Construct is used when the finished product or result is important.)

   Behavioral synonyms: Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate — The individual performs several operations necessary to carry out a specified process

   (NOTE: Demonstrate is used when it is desirable to watch the student perform a task, one of the highest levels of student performance.)

   Behavioral synonyms: Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis)assemble, (dis)connect

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may also be used as a quick pretest to determine prior knowledge of students and to determine whether further study or activities are necessary. Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages)

This component is included only in instructor material. The suggested activities pages assist the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audio-visual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the instructor to supplement her or his knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Supplements (white pages)

Supplements are optional teaching aids that support portions of the information sheet. Supplements include such activities as games, puzzles, and additional information (which is intended to be used as the instructor deems necessary). Supplements may be photocopied for classroom use only.

Transparency Masters (white pages)

Transparency masters provide information in a special way. Transparencies direct the class's attention to the topic of discussion. Transparencies may present new information, or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary. Make transparencies, and place them in the notebook where they will be immediately available for use.

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical-outline form and is keyed to the specific objectives.

Instructors will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to add notes that supplement, localize, personalize, or provide motivation for each unit.

Student Supplements (green pages)

Student supplements are additional material that support and go beyond portions of the information sheet. Student supplements include such activities as games, puzzles, and additional information that may be used to broaden the students' understanding of the information.

Assignment Sheets (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience. They assist students in the application of knowledges that are necessary prerequisites to skill development. These may be given to the student for completion in class or may be used for homework assignments. Answer sheets are provided when appropriate and can be used by the student and/or instructor for checking student progress.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

Instructors should demonstrate to students the procedure outlined in each job sheet. Furthermore, the instructor needs to localize the job sheet according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Tests (white pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper/pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each term if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test, 85 percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the paper/pencil score along with evaluations of students' demonstrations of the desired skills. The tests are in the instructor's book but may be photocopied for classroom use only.

Answers to Test and Assignment Sheets (pink pages)

These components are designed to assist the instructor in evaluation of student performances.

Teaching Methods

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with materials that are accurate and effective. Although the CIMC strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected page and to indicate the correction on the copy. You can mail the information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, it is important that you notify the CIMC of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Coordinator of Curriculum Development
Curriculum and Instructional Materials Center
Oklahoma State Department of Vocational
and Technical Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074

GETTING TO KNOW OUR GOVERNMENT
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should have a basic understanding of the United States government and state governments. The student should also be able to discuss why the United States has managed to remain one nation for over 200 years. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with the United States Government to their correct definitions.
2. Explain briefly the types of governments.
3. Explain briefly the historical documents of the United States of America.
4. Select from a list the branches of the national government.
5. List the powers of the legislative branch as provided for in the Constitution.
6. List the powers of the executive branch as provided for in the Constitution.
7. List the powers of the judicial branch as provided for in the Constitution.
8. Select from a list delegated power of the national government.
9. List six reserved powers of the individual state governments.
10. Select from a list the five concurrent powers shared by the national and state governments.
11. Identify the top officials of our national government.
12. Identify the top officials of your state's government.
13. Compare the governments of the Soviet Union and the United States.

GETTING TO KNOW OUR GOVERNMENT
UNIT I

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

C. Supplements #1 — Participate in a Mock Legislative Session

D. Transparencies

1. TM #1 — What Type of Government Does the United States Have?

2. TM #2 — The Three Branches of the United States National Government

3. TM #3 — How Governments Share Authority

4. TM #4 — Powers of the National Government

5. TM #5 — Powers of the National Government and State Governments

6. TM #6 — Powers of the State Governments

E. Information sheet

F. Student Supplement #1 — Fun Facts About Our Government

G. Assignment sheets

1. Assignment Sheet #1 — Identify the Top Officials of Our National Government

2. Assignment Sheet #2 — Identify the Top Officials of Your State Government

3. Assignment Sheet #3 — Compare the Governments of the Soviet Union and the United States

H. Answers to assignment sheets

I. Test

J. Answers to test

II. Instructor's guide

A. Order/obtain materials to supplement this unit.

SUGGESTED ACTIVITIES

1. Video — *Freedoms*. Available from Barr Films, P.O. Box 5667, Pasadena, California 91107; telephone number (213) 681-6978.

   This video uses a scenario of a family in asylum from a small Latin American country to explain the United States' basic freedoms to a boy, his family and his friends. This is an excellent tool to start students thinking about our basic freedoms as United States citizens.

   (NOTE: This video is available to Oklahoma teachers on a free loan basis from Media Resources, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Ave., Stillwater, Oklahoma 74074. Telephone 1-800-522-5810, ext. 424.)

2. Book — *United States Government Manual*. This book is available through the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. This book gives good summarized information about each department, office, etc. of the United States government.

   (NOTE: This book and other similar books also available in most libraries.)

3. Historical documents — The United States' *Constitution, Declaration of Independence, Articles of Confederacy, Bill of Rights*. These documents may obtained through the National Archives, Records Administration, 7th and Pennsylvania, Washington, D.C. 20408.

B. Introduce the unit.

   - Discuss the importance of having an understanding of how our national and state governments work and how they were created.

C. Discuss the unit and specific objectives.

   - Use Transparency #1 to begin discussion of why we as citizens should understand how our government works and how it began.

   - Remind the students that the specific objectives are the same as the questions on the test and they should pay close attention to the information and assignment sheets so that they can obtain the knowledge necessary to address current and historical issues in government.

   - Remind the students that as citizens of the United States it is imperative that they understand how our government works so that they can become responsible citizens. Stress that they are the leaders and voters of tomorrow.

D. Discuss the information sheet.

   1. Use Information Sheet, Section I, to discuss the terms associated with our government.

      - Write the terms on the board or transparency film and poll the class for definitions of the terms. Once all of the terms have been defined, have the students look in their books for the book's definitions and compare their responses to the book's.

SUGGESTED ACTIVITIES

- Have students give other examples of United States territories.

  EXAMPLES: Guam, Puerto Rico

2. Discuss the types of governments using Information Sheet, Section II, Transparencies #1 and #2, and the video *Freedoms*.

   - Have students give examples of countries that have governments as listed.
   - Explain that the types listed are those identified by the power structure.
   - Ask students why the United States is considered to have a federal and a democratic government.
   - Show the video *Freedoms*.
   - Display Transparencies #1 and #2.
   - Have an exchange student (or a student/instructor from another country) visit with your class about the government in their homeland.
   - Hold a panel discussion made up of students/instructors from other countries.

3. Explain the significance of the historical documents listed in Information Sheet, Section II.

   - Show copies of these historical documents to the students.
   - Discuss each of the documents and select various sections to discuss their meanings.
   - Ask the class to give examples of controversial constitutional amendments.

     EXAMPLE: Amendment XIX—Suffrage Granted to Women (August 26, 1920), also known as "Women's Right to Vote"

   - Discuss why the Articles of Confederation did not remain our supreme document.

4. Supplement your discussion of the branches of the United States' national government using Transparency #2, Supplement #1, and Information Sheet, Section IV.

   - Ask students to name the president, vice-president, Speaker of the House, senate pro tempore, and the chief justice.

SUGGESTED ACTIVITIES

5. Supplement your discussion of the three U.S. government branches' powers with Assignment Sheet #1 and Information Sheet, Sections V through VII.

   - Plan a trip to a library so that your students can use various U.S. government documents and encyclopedias to complete Assignment Sheet #1 or obtain those documents prior to this assignment.

6. Display Transparencies #3 through #6 while discussing the powers of the national government and the state governments (Information Sheet, Sections VIII through X). Supplement these sections with Assignment Sheet #2.

   - Have students complete Assignment Sheet #2 as they did Assignment Sheet #1.

7. Use Assignment Sheet #3 to complete this unit.

   (NOTE: This assignment sheet uses a comparison between our country and the Soviet Union to help your students demonstrate how much they understand about our government system.)

   - Have students survey other students to determine their knowledge of our government system.

E. Give test.

F. Critique test and discuss with class.

G. Reteach and retest as necessary.

III. Unit references

A. Carter, Robert A. and John M. Richards. *We The People: Civics In The United States*. San Diego: Coronado Publishers, 1983.

B. Kownsler, Allan O. and Terry L. Smart. *American Government.* New York: McGraw-Hill Book Company, 1980.

C. Sanford, William R. and Carol R. Green. *Basic Principles of American Government*. New York: AMSCO School Publications, Inc., 1983.

D. Wilson, James Q. *American Government: Institutions and Policies*. Lexington, Massachusetts: D.C. Health and Company, 1983.

GETTING TO KNOW OUR GOVERNMENT
UNIT I

SUPPLEMENT #1 — PARTICIPATE IN A MOCK LEGISLATIVE SESSION

Use this supplement as a tool to help explain the importance of the democratic republic of the United States of America.

Directions:

Assign students to the following parts:

President

Vice-President

Five members of the House of Representatives

Five members of the Senate

Three U.S. supreme court justices

Four citizens

(NOTE: The numbers of parts may vary in your class.)

Have a citizen ask (or lobby) a member of the House of Representatives or Senate to sponsor a bill. Once the bill is sponsored, have the students follow the steps on the following pages to pass or not to pass a bill.

Possible bills:

Salad bar in cafeteria

Open campus

Larger parking lot

Tobacco use areas

Banning mandatory pep assemblies

Feel free to use any subjects that are current in your school or community. You may even wish to use current U.S. legislative bills, amendments, or laws.

SUPPLEMENT #1

(NOTE: The following steps are based on a bill being first proposed in the House of Representatives; however, a bill may also be first proposed in the Senate.)

1. A bill is proposed in the House of Representatives.
2. The House committees study the bill.
3. The House committee holds a hearing regarding the bill.
   - (NOTE: A bill can be "killed" in committee if the committee is not satisfied with the findings during the hearing or other procedures while in committee.)
4. The bill is debated in the House of Representatives.
5. The bill is passed by ⅔ vote in the House of Representatives.
6. The bill is sent to the Senate where it is studied by a Senate committee.

   (NOTE: A bill can be "killed" in committee if the committee is not satisfied with the findings during the hearing or other procedures while in committee.)
7. The Senate may amend (add or subtract information) the bill.
8. The bill is debated by the Senate if there are any amendments made to the bill.
9. The bill is passed by the Senate.
10. The amended bill is sent back to the House of Representatives where the Senate's amendments are reviewed and voted on again.

    (NOTE: If the House does not agree with the amendments, there is a committee formed consisting of Representatives and Senators to come to a compromise. If a compromise is reached, the bill is sent to the president to be signed.)
11. The bill is sent to the president where he or she either signs the bill into law or vetos the bill and sends it back to the House of Representatives.

    (NOTE: The president's veto can be overridden if *both* houses vote for the bill with a ⅔ vote.)
12. The law may be challenged in courts if the law is thought to violate the Constitution by a group or individuals.

WHAT TYPE OF GOVERNMENT DOES THE UNITED STATES HAVE?

A) DEMOCRACY

B) REPUBLIC

C) FEDERAL

D) ALL OF THE ABOVE

<u>EXPLAIN</u>

THREE BRANCHES OF THE UNITED STATES GOVERNMENT

LEGISLATIVE BRANCH	EXECUTIVE BRANCH	JUDICIAL BRANCH

HOW GOVERNMENTS SHARE AUTHORITY

Federation

Confederation

Unitary System

Powers of the National Government

Delegated Powers

- regulate commerce
- coin money
- establish a post office
- declare war
- admit new states
- govern territories
- conduct foreign
- raise and support an army

Powers of the National Government and State Governments

Concurrent Powers

- levy and collect taxes
- borrow money
- make and enforce laws
- establish courts
- provide for the general welfare

Powers of State Governments

Reserved Powers

- regulate commerce in the state
- conduct elections
- incorportate business
- issue licenses in state
- establish local governments
- provide for public safety and morals

GETTING TO KNOW OUR GOVERNMENT
UNIT I

INFORMATION SHEET

I. Terms and definitions related to government

A. Citizen — Person who owes allegiance to a government and is entitled to protection from that government

B. Constitution — Set of basic principles on which a government is organized; a plan of government

C. State government — Government that possesses certain powers to govern the actions within a state while maintaining allegiance to the central or federal government

D. Republic — Form of government in which power rests with the people, who elect representatives to act for them; also known as a representative democracy

E. Government — Means by which decisions about human behavior in a community are made and enforced

F. Territory — Land that is ruled by and owes allegiance to a national government which in turn protects that land economically and physically from invasion

II. Types of government

A. Unitary — Government that concentrates authority in a central government

EXAMPLE: Saudia Arabia

B. Confederate — Government in which the local or state governments hold more power than the central government; does not recognize the power of a strong central government

EXAMPLE: Confederate States of America (defeated in 1864)

C. Federal — Government in which a union of states recognizes the sovereignty of a central authority while retaining certain reserved power of government

EXAMPLES: United States, Great Britain, Canada

D. Totalitarian — Government that comes into being through a forceful means and uses terror and police power to eliminate all opposition as well as using propaganda to "sell" the new government's ideas and all opposition is forced out of existence

EXAMPLES: Nazi Germany, Cuba, Nicaragua, Iran, South Africa

(NOTE: Communism, socialism, and dictatorships are forms of totalitarian government.)

INFORMATION SHEET

E. Democratic — Government that places all of the decision-making power in the hands of the people either directly or indirectly

(NOTE: The United States has representatives of each state voted by the citizens to make the laws through elected representatives.)

EXAMPLE: United States of America, Great Britain, France

III. Historical Documents of the United States of America

A. Declaration of Independence — This document was written to explain why the colonies were rebelling against England and insisted that they be run by a just government which rested on the consent of the people and not of one or more persons; there would be no taxation without representation

B. Articles of Confederation — The first written plan for the government of the United States of America; this plan called for a confederacy of the states having a weak central government and strong state governments

(NOTE: The Articles of Confederation were soon proven to be weak so the Continental Congress met to write a new plan—the Constitution.)

C. The Constitution — Oldest written plan in the world for a government that is still being used; written in response to the citizens of the newly founded United States of America to address items that were not found in the Articles of Confederation as well as to form a democratic republic instead of a confederacy

(NOTE: The Constitution is known as a "living document" because it was constructed in such a way that it would be adaptable to meet the needs of the changing times.)

D. Bill of Rights — First ten amendments to the U.S. Constitution that states the basic rights of U.S. citizens

IV. Branches of the national government

(NOTE: The following descriptions are brief. Remember, under each of the folowing branches there are hundreds of agencies and departments that are all a part of our government system.)

A. Legislative branch — Consists of the House of Representatives and the Senate

B. Executive branch — Consists of the president, vice president, and the president's cabinet

C. Judicial branch — Consists of a chief justice, eight justices, and a series of lesser courts

INFORMATION SHEET

V. Powers of the legislative branch provided for in the Constitution

- A. Pass laws
- B. Override a veto with 2/3 vote
- C. Approve appointments to Supreme Court and Presidential Cabinet
- D. House of Representatives can bring charges forth, the Senate hears the charges and decides whether or not the person is guilty or innocent

VI. Powers of the executive branch provided for in the Constitution

- A. Carry out the law
- B. Veto a proposed law
- C. Appoint supreme court justices

VII. Powers of the judicial branch provided for in the Constitution

- A. Judge the effect of laws and interpret the laws
- B. Rule that a law is unconstitutional

VIII. Delegated powers of the national government

- A. Regulate commerce
- B. Coin money
- C. Establish a post office
- D. Declare war
- E. Admit new states
- F. Govern territories
- G. Conduct foreign relations
- H. Raise and support an army

IX. Reserved powers of the individual state governments

- A. Regulate commerce in the state
- B. Conduct elections
- C. Incorporate business
- D. Issues licenses in state

INFORMATION SHEET

E. Establish local governments

F. Provide for public safety

X. Concurrent powers shared by the national and state governments

A. Levy and collect taxes

B. Borrow money

C. Make and enforce laws

D. Establish courts

E. Provide for general welfare

GETTING TO KNOW OUR GOVERNMENT
UNIT I

STUDENT SUPPLEMENT #1 — FUN FACTS ABOUT OUR GOVERNMENT

The White House address:

The White House Office
1600 Pennsylvania Avenue NW
Washington, DC 20500
Telephone number: 202-456-1414

Ronald Reagan was the only president that had been divorced.

The only bachelor president was James Buchanan.

There have been three presidents who died on the 4th of July: Thomas Jefferson (1926), John Adams (1826), and James Monroe (1831).

The shortest presidential term was held by William Henry Harrison; he was president for one month.

Franklin D. Roosevelt holds the record for the longest presidential term (twelve years and one month).

The youngest president to be inaugurated was Theodore Roosevelt; he was 42 years old.

The oldest president when inaugurated was Ronald Reagan (69 years old).

First president born in a hospital was Jimmy Carter.

It was George Washington who said "The basis of our political system is the right of people to make and to alter their constitutions of government."

According to John Adams, "Liberty cannot be preserved without a general knowledge among the people."

A good quote to remember comes from Theodore Roosevelt: "No man is above the law and no man is below it; nor do we ask any man's permission when we require him to obey it. Obedience to the law is demanded as a right, but not asked as a favor."

Don't forget John F. Kennedy's famous statement during his inaugural address "and so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country."

GETTING TO KNOW OUR GOVERNMENT
UNIT I

ASSIGNMENT SHEET #1 — IDENTIFY THE TOP OFFICIALS OF OUR NATIONAL GOVERNMENT

NAME _____ SCORE _____

In this assignment, you will become familiar with a few top officials of our national government. Since there are so many "top" officials in our national government, the list below is limited to the most publicized.

Fill in the most current names of each official. You may find the names in a yearbook or an encyclopedia, the *United States Government Manual*, an almanac, or other yearly facts book.

EXECUTIVE BRANCH

President — _____

Vice-President — _____

Chief of Staff to the President — _____

Secretary of Agriculture — _____

Secretary of Commerce — _____

Secretary of Defense — _____

Secretary of Education — _____

Secretary of Energy — _____

Secretary of Health and Human Services — _____

Surgeon General — _____

Secretary of Housing and Urban Development — _____

Secretary of Interior — _____

Director of the Federal Bureau of Investigations — _____

Attorney General — _____

Secretary of Labor — _____

Secretary of State — _____

Secretary of Transportation — _____

Secretary of Treasury — _____

Director of the Central Intelligence Agency — _____

ASSIGNMENT SHEET #1

LEGISLATIVE BRANCH

Senate:

President (Vice-President) — _____

Senate Pro Tempore — _____

Majority Leader — _____

Minority Leader — _____

Sergeant-at-Arms — _____

Secretary of Majority — _____

Secretary of Minority — _____

House of Representatives:

Speaker of the House — _____

Sergeant-at-Arms — _____

Postmaster — _____

JUDICIAL BRANCH

Chief Justice of the Supreme Court — _____

Supreme Court Justices (8) — _____

Director of the Federal Bureau of Investigations — _____

NATIONAL SECURITY COUNCIL

President — _____

Vice-President — _____

Secretary of State — _____

Secretary of Defense — _____

Director of Central Intelligence Agency — _____

Chairman of the Joint Chiefs of Staff — _____

GETTING TO KNOW OUR GOVERNMENT
UNIT I

ASSIGNMENT SHEET #2 — IDENTIFY THE TOP OFFICIALS OF YOUR STATE'S GOVERNMENT

NAME _____ SCORE _____

In this assignment, you will become familiar with a few top officials of your state government. Since there are so many "top" officials in your state government, the list below is limited to the most publicized.

Fill in the most current names of each official. You may find the names in a yearbook, an encyclopedia, the state government manual, an almanac, or other yearly facts book.

EXECUTIVE BRANCH

Governor — _____

Lieutenant Governor — _____

State Auditor and Inspector — _____

Attorney General — _____

Secretary of State — _____

State Treasurer — _____

Superintendent of Public Instruction — _____

Insurance Commissioner — _____

Corporation Commissioner — _____

District Attorney(s) — _____

LEGISLATIVE BRANCH

Senate:

President (Lieutenant Governor) — _____

President Pro Tempore — _____

Majority Floor Leader — _____

Minority Floor Leader — _____

ASSIGNMENT SHEET #2

House of Representatives

Speaker — _____

Speaker Pro Tempore — _____

Majority Floor Leader — _____

Minority Floor Leader — _____

JUDICIAL BRANCH

Chief Justice — _____

Vice Chief Justice — _____

Justices (7) — _____

_____

GETTING TO KNOW OUR GOVERNMENT
UNIT I

ASSIGNMENT SHEET #3 — COMPARE THE GOVERNMENTS OF THE SOVIET UNION AND THE UNITED STATES

NAME _____ SCORE _____

PART I

Your instructor will assign you one or more of the following topics. Use a separate sheet of paper to write your findings and report them to the class for discussion.

Compare the organizational structure of the central government, the legislative body, and state or local governments of the Soviet Union and of the United States.

Compare socialism to capitalism. For instance, which one has been the most successful in serving the needs of the people?

Compare communism to democracy and give the pros and cons of each. Under which one would you prefer to live and why?

Research two of the following topics

Freedom of Travel

Education

Medical Care

Free Enterprise/Entrepreneurship

Distribution of Goods

Supply and Demand

PART II

Role play a conversation between a Soviet and an American discussing some of the topics listed above or about the way of life for an average citizen of the two countries.

Role play an American student trying to convince a student form another country to come and live in America.

GETTING TO KNOW OUR GOVERNMENT
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — To be evaluated to the instructor's satisfaction.

Assignment Sheet #2 — To be evaluated to the instructor's satisfaction.

Assignment Sheet #3 — To be evaluated to the instructor's satisfaction.

GETTING TO KNOW OUR GOVERNMENT
UNIT I

TEST

NAME _____ SCORE _____

1. Match terms associated with the United States Government to their correct definitions.

_____a. Person who owes allegiance to a government and is entitled to protection from that government

_____b. Set of basic principles on which a government is organized; a plan of government

_____c. Government that possess certain powers to govern the actions within a state while maintaining allegiance to the central or federal government

_____d. Form of government in which power rests with the people, who elect representatives to act for the, also known as a representative democracy

_____e. Means by which decisions about human behaivor in a community are made and enforced

_____f. Land that is ruled by and owes allegiance to a national government which in turn protects that land economically and physically from invasion

1. Citizen
2. Constitution
3. State government
4. Government
5. Republic
6. Territory

2. Explain briefly the types of governments.

a. Unitary — _____

_____

_____

b. Confederate — _____

_____

_____

TEST

c. Federal — _____

_____

_____

d. Totalitarian — _____

_____

_____

e. Democratic — _____

_____

_____

3. Explain briefly the historical documents of the United States of America.

a. Declaration of Independence — _____

_____

_____

b. Articles of Confederation — _____

_____

_____

c. Constitution — _____

_____

_____

d. Bill of Rights — _____

_____

_____

4. Select from the list below the branches of the national government.

_____a. Parliamentary

_____b. Judicial

_____c. Cabinet

_____d. Executive

_____e. Senate

_____f. Legislative

TEST

5. List the powers of the legislative branch as provided for in the U.S. Constitution.

   a. _____

   b. _____

   c. _____

   d. _____

6. List the powers of the executive branch as provided for in the U.S. Constitution.

   a. _____

   b. _____

   c. _____

7. List the powers of the judicial branch as provided for in the U.S. Constitution.

   a. _____

   b. _____

8. Select from the list below delegated powers of the national government.

   _____a. Admit new states

   _____b. Regulate commerce

   _____c. Raise and support an army

   _____d. Declare war

   _____e. Conduct elections

   _____f. Establish local governments

   _____g. Establish courts

   _____h. Establish a post office

   _____i. Govern territories

TEST

9. List six reserved powers of the individual state governments.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

10. Select from the list below the five concurrent powers shared by the national and state governments.

   _____a. Raise and support an army

   _____b. Govern territories

   _____c. Declare war

   _____d. Levy and collect taxes

   _____e. Borrow money

   _____f. Provide for general welfare

   _____g. Make and enforce laws

   _____h. Establish courts

   _____i. Regulate commerce

(NOTE: Questions 11 through 13 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

11. Identify the top officials of our national government.

12. Identify the top officials of your state's government.

13. Compare the governments of the Soviet Union and the United States.

GETTING TO KNOW OUR GOVERNMENT
UNIT I

ANSWERS TO TEST

1. a. 1 d. 5
   b. 2 e. 4
   c. 3 f. 6

2. Explanation should include:

   a. Unitary — Government that concentrates authority in a central government
   b. Confederate — Government in which the local or state governments hold more power than the central government; does not recognize the power of a strong central government
   c. Federal — Government in which a union of states recognizes the sovereignty of a central authority while retaining certain reserved powers of government
   d. Totalitarian — Government that comes into being through a forceful means and uses terror and police power to eliminate all opposition as well as using propaganda to "sell" the new government's ideas and all opposition is forced out of existence
   e. Democratic — Government that places all of the decision-making power in the hands of the people either directly or indirectly

3. Explanation should include:
   a. Declaration of Independence — Document written to explain why the colonies were rebelling against England and insisted that they be run by a just government which rested on the consent of the people and not of one or more persons; there would be no taxation without representation
   b. Articles of Confederation — First written plan for the government of the United States of America; this plan called for a confederacy of the states having a weak central government and strong state governments
   c. The Constitution — Oldest written plan for a government that is still being used in the world; written in response to the citizens of the newly founded United States of America to address items that were not found in the Articles of Confederation as well as to form a democratic republic instead of a confederacy
   d. Bill of Rights — First ten amendments to the U.S. Constitution that states the basic rights of U.S. citizens

4. b, d, f

5. a. Pass laws
   b. Override a veto with $^2/_3$ vote
   c. Approve appointments to Supreme Court and Presidential Cabinet
   d. House of Representatives can bring charges forth; the Senate hears the charges and decides whether or not the person is guilty or innocent

ANSWERS TO TEST

6. a. Carry out the law
   b. Veto a proposed law
   c. Appoint supreme court justices

7. a. Judge the effect of laws and interpret the laws
   b. Rule that a law is unconstitutional

8. a, b, c, d, h, i

9. a. Regulate commerce in the state
   b. Conduct elections
   c. Incorporate business
   d. Issues licenses in state
   e. Establish local governments
   f. Provide for public safety

10. d, e, f, g, h

11. To be evaluted to the instructor's satisfaction

12. To be evaluted to the instructor's satisfaction

13. To be evaluted to the instructor's satisfaction

LOCAL GOVERNMENT
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to define terms related to local government. He should also be able to identify the major functions of the various officials in local government and name classes of towns and cities, types of city government and problems faced by government. This knowledge will be evidenced by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to

1. Define terms related to local government.
2. Identify the major functions of each of the county officials.
3. List classes into which towns and cities in Oklahoma are divided.
4. Name three types of city government.
5. Name major concerns faced by city government.
6. Interview county officials.
7. Identify incorporated and unincorporated cities and towns in your area.
8. Determine types of city government in your area.
9. Determine problems of city government in your area.

LOCAL GOVERNMENT
UNIT II

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

C. Transparency masters

1. TM #1 — Commission Form of City Government
2. TM #2 — Council-Manager Form of City Government
3. TM #3 — Mayor-Council Form of City Government

D. Information sheet

E. Assignment sheets

1. Assignment Sheet #1 — Interview County Officials
2. Assignment Sheet #2 — Identify Incorporated and Unincorporated Cities and Towns in Your Area
3. Assignment Sheet #3 — Determine Types of City Government in Your Area
4. Assignment Sheet #4 — Determine Problems of City Government in Your Area

F. Answers to assignment sheets

G. Test

H. Answers to test

II. Instructor's guide

A. Order (or obtain) materials to supplement unit.

B. Discuss unit and specific objectives.

- Explain to students that knowing how their local government works will help them understand how decisions are made and how changes come about.

C. Discuss information and assignment sheets.

1. Review terms and definitions relevant to local government using Information Sheet, Section I.

SUGGESTED ACTIVITIES

2. Discuss the major function of each of the county officials; use Information Sheet, Section II.

   - Have a county official come to class to explain and discuss county officials and their duties.
   - Arrange for students to visit county offices and meet their county officials.
   - Have students complete Assignment Sheet #1. Have students decide in class which officer they are going to interview; try to have students planning to interview the same officer work in pairs or groups to avoid wasting the official's time. Be sure that all officials are covered by at least one student.

3. Explain how towns and cities are divided in Oklahoma using Information Sheet, Section III.

   - Have students complete Assignment Sheet #2.

4. Explain the three types of city government; use Information Sheet, Section IV.

   - Use transparency masters #1, #2, and #3.
   - Invite a representative of each type of city government to address the class and talk about his/her type of government.
   - Have students visit a city council or city commission meeting.
   - Have students complete Assignment Sheet #3.

5. Discuss the concerns of city government, use Information Sheet, Section V.

   - Have students complete Assignment Sheet #4.

D. Give test.

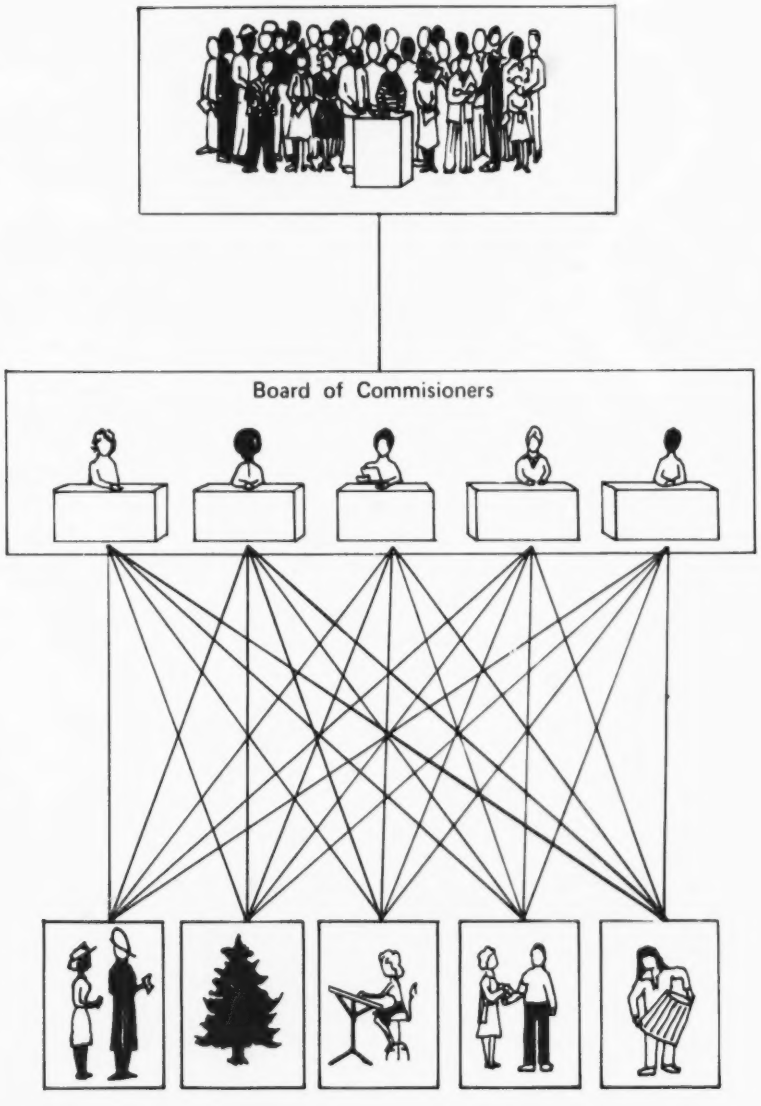
E. Critique test and discuss in class.

F. Reteach and retest as necessary.

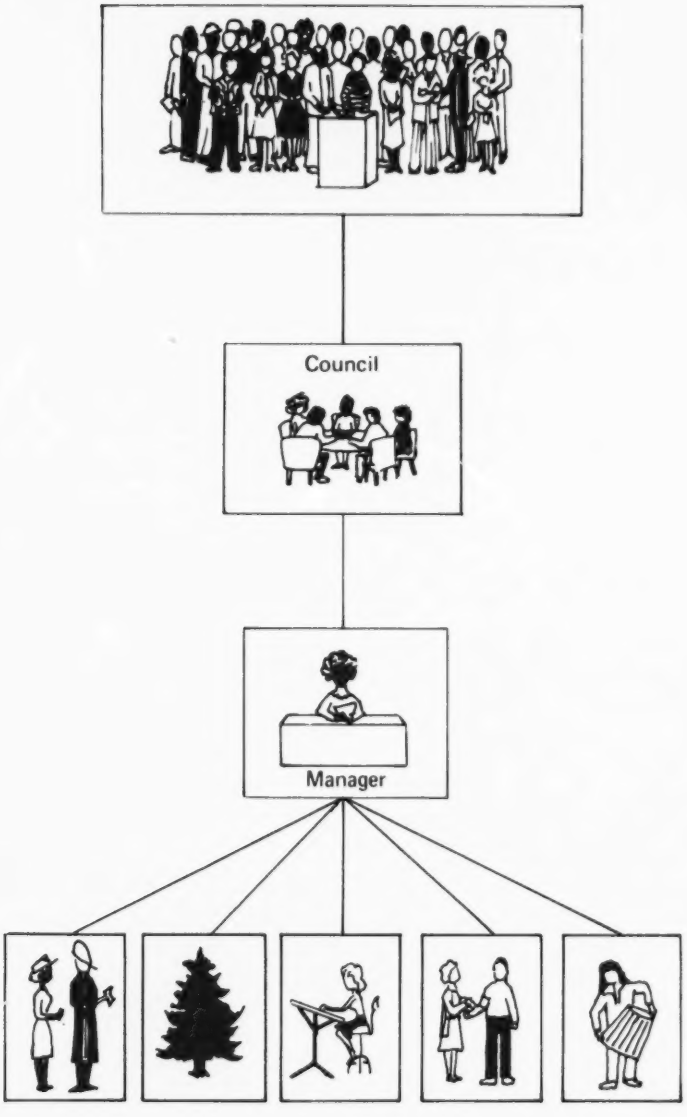
III. Unit reference

Spann, Margaret. *Social Studies*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

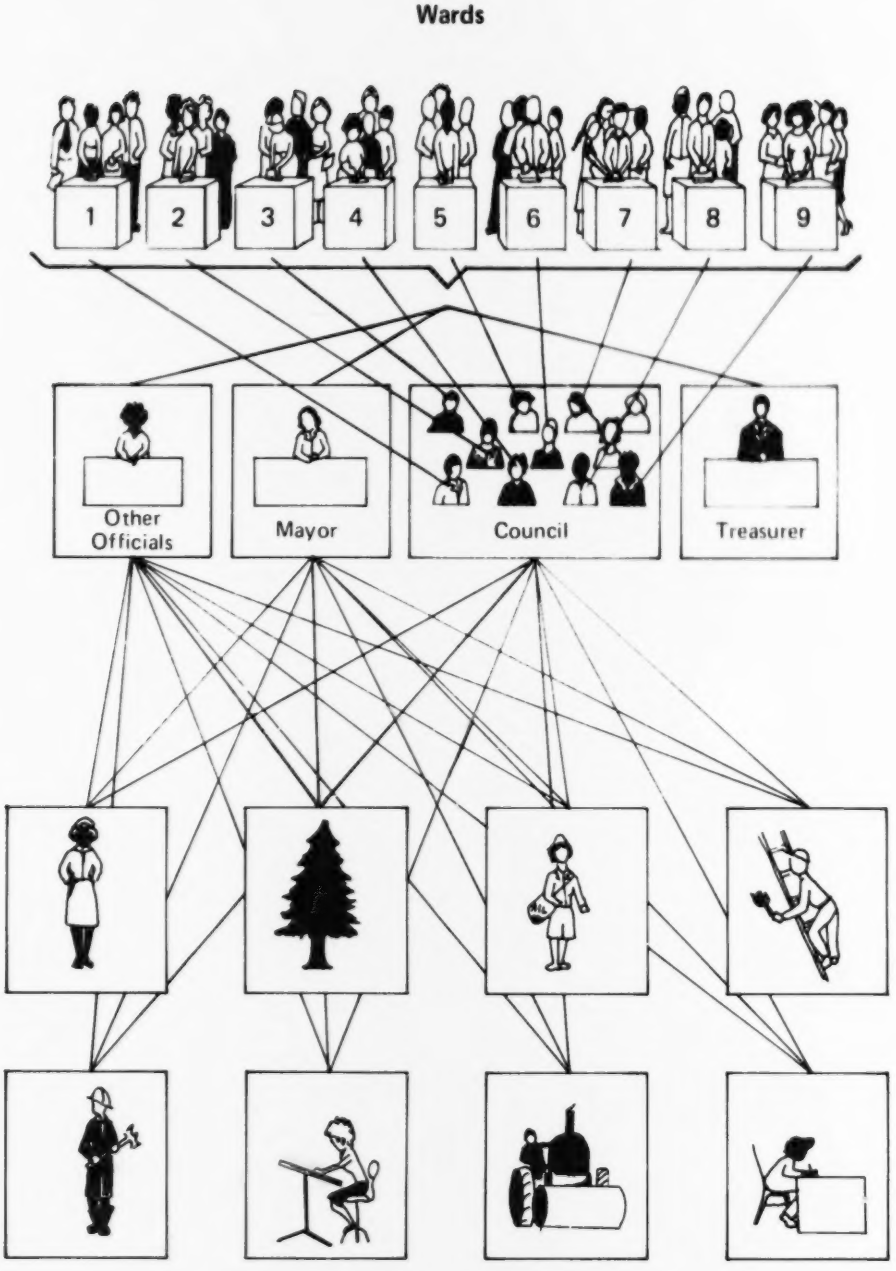
Commission Form of City Government



Council-Manager Form of City Government



Mayor-Council Form of City Government



LOCAL GOVERNMENT
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Officials — People elected to assume responsibility for seeing that certain things are done

B. Government — Set of rules made and carried out by officials

C. County — Chief subdivision of the state

(NOTE: In Alaska, the major state subdivisions are called boroughs, and in Louisiana, they are called parishes. Boroughs and parishes function in the same manner as counties.)

D. Town — Community with less than 2000 inhabitants

E. "Home rule" cities — Cities which adopt their own charters and make their own laws

II. Functions of county officials

(NOTE: County officials are elected by county residents for two-year terms.)

A. County commissioners

(NOTE: Each county has three county commissioners.)

1. Business managers of county
2. Duties
   a. Maintain county roads and bridges
   b. Buy and sell property for county
   c. Check all claims against county
   d. Make appointments to fill vacancies in county offices

B. Sheriff

1. Chief law enforcement officer of county
2. Duties
   a. Enforce laws
   b. Make arrests
   c. Summon jurors and witnesses
   d. Enforce court orders

INFORMATION SHEET

e. Maintain jail and prisoners

C. County clerk

1. Bookkeeper of county
2. Duty — Keep county records

D. County superintendent of public instruction

1. Controls schools in dependent districts
2. Duties
   a. Hires teachers
   b. Gives teacher exams
   c. Makes reports
   d. Fills school board vacancies
   e. Apportions funds

E. County treasurer

1. Custodian of county funds
2. Collects taxes

F. Court clerk

1. Keeps record on file of each case in county and district court
2. Issues marriage licenses

G. County assessor — Examines and assesses taxes on property

H. County excise board

(NOTE: The excise board is composed of three members.)

1. Divides amount of taxes levied among county, city, and schools
2. Duties
   a. Assembles assessments
   b. Hears and adjusts complaints
   c. Fixes tax rate

III. Class divisions of towns and cities in Oklahoma

A. Unincorporated town — Very small

INFORMATION SHEET

B. Incorporated town — Larger community with up to 2000 residents

C. Unincorporated city — Community with over 2000 residents whose laws are the same as the state

D. Incorporated city — Community with over 2000 residents which has secured its own charters and laws

IV. Types of city government

A. Mayor-council

1. Mayor is chief executive
2. Council consists of one house and makes laws
3. Justice of peace is judiciary official

B. Commission

1. Consists of five men who divide work
2. Each commissioner has charge of one department
3. Not found very often today

C. Council-manager

1. Most common type
2. Cities elect city council
3. Council selects city manager
4. Manager administers city ordinances
5. Manager employs and discharges employees
6. Manager pleases the council

V. Concerns faced by city government

A. Health of community

B. Water supply

C. Sewage disposal

D. Care of poor and needy

E. Fire department

F. Police department

G. Sanitation department

LOCAL GOVERNMENT
UNIT II

ASSIGNMENT SHEET #1 — INTERVIEW COUNTY OFFICIALS

NAME _____ SCORE _____

Select one of the county officials listed. Make an appointment to interview that official. Explain your reason for requesting an interview when you call. Ask the following questions and any others that you think of.

Be sure to thank the official for his/her time as you leave the interview, and send a thank-you note within the following week.

After the interview, prepare a short, informative report for the class, explaining specifically what that official does in your county.

1. What are your general duties? _____

_____

2. What duties take the most time? _____

_____

3. What duties are the most interesting? Why? _____

_____

4. What duties do you think are most important? Why? _____

_____

5. How many hours per week do you work? _____

_____

6. Does your work require travel? How much? Where? _____

_____

7. What problems come with this position? _____

_____

8. What dangers (if any) come with this position? _____

_____

ASSIGNMENT SHEET #1

9. How many people work under your supervision? What do they do?_____

_____

10. What are the major rewards of this position?_____

_____

11. What do you feel have been your major accomplishments?_____

_____

12. What have been your major disappointments (if any)?_____

_____

LOCAL GOVERNMENT
UNIT II

ASSIGNMENT SHEET #2 — IDENTIFY INCORPORATED AND UNINCORPORATED CITIES AND TOWNS IN YOUR AREA

NAME _____ SCORE _____

Obtain a map of your county. In your county, list the names of the unincorporated towns and cities.

List the names of the incorporated towns and cities. If you do not have an incorporated town or city in your county, get a larger map, and locate the nearest incorporated town or city.

LOCAL GOVERNMENT
UNIT II

ASSIGNMENT SHEET #3 — DETERMINE TYPES OF CITY GOVERNMENT IN YOUR AREA

NAME _____ SCORE _____

Using the list of towns in your county from Assignment Sheet #2, find out what type of government each town or city has. List each town and write beside it the type of government.

LOCAL GOVERNMENT
UNIT II

ASSIGNMENT SHEET #4 — DETERMINE PROBLEMS OF CITY GOVERNMENT IN YOUR AREA

NAME _____ SCORE _____

Using local newspapers, local radio and television news, and local city officials, find out what particular problems exist within each of the following areas.

Health of the community: _____

_____

_____

Water supply: _____

_____

_____

Sewage disposal: _____

_____

_____

Care of poor and needy: _____

_____

_____

Fire department: _____

_____

_____

Police department: _____

_____

_____

Sanitation department: _____

_____

_____

Other problem areas: _____

_____

_____

LOCAL GOVERNMENT
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor.

Assignment Sheet #2 — Completed to the satisfaction of the instructor.

Assignment Sheet #3 — Completed to the satisfaction of the instructor.

Assignment Sheet #4 — Completed to the satisfaction of the instructor.

LOCAL GOVERNMENT
UNIT II

TEST

NAME _____ SCORE _____

1. Define these terms.

   a. Officials — _____

   _____

   b. County — _____

   _____

   c. Town — _____

   _____

2. Below is a list of functions performed by various county officials. Beside each one, write the county official that performs that duty.

   a. Business manager of county _____

   b. Chief law enforcement officer _____

   c. Bookkeeper of County _____

   d. Controls schools in dependent districts _____

   e. Custodian of county funds _____

   f. Issues marriage licenses _____

   g. Assesses taxes _____

   h. Divides amount of taxes levied among county, city, and schools _____

3. List the four classes into which towns and cities in Oklahoma are divided.

   a. _____

   b. _____

   c. _____

   d. _____

TEST

4. Name three types of city government.

   a. _____

   b. _____

   c. _____

5. Name five major concerns faced by city government.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

LOCAL GOVERNMENT
UNIT II

ANSWERS TO TEST

1. a. People elected to assume responsibility for seeing that certain things are done
   b. Chief subdivision of state
   c. Community with less than 2000 inhabitants

2. a. County commissioner
   b. Sheriff
   c. County clerk
   d. County superintendent of public instruction
   e. County treasurer
   f. Court clerk
   g. County assessor
   h. County excise board

3. a. Unincorporated town
   b. Incorporated town
   c. Unincorporated city
   d. Incorporated city

4. a. Mayor-council
   b. Commission
   c. Council-manager

5. Answer may include any five of the following.

   a. Health of community
   b. Water supply
   c. Sewage disposal
   d. Care of poor and needy
   e. Fire department
   f. Police department
   g. Sanitation department

MEETING YOUR COMMUNITY
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be familiar with businesses in the community and the types of services those businesses provide. This knowledge will be evidenced by completing the assignment sheets and the unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Define terms related to community business.
2. Match types of businesses to their definitions.
3. Define categories of businesses.
4. Identify businesses in the area.
5. Visit a local business that provides a service.
6. Visit a local business that provides goods.

MEETING YOUR COMMUNITY
UNIT III

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1 — Identify Businesses in Your Area

2. Assignment Sheet #2 — Visit a Local Business that Provides a Service

3. Assignment Sheet #3 — Visit a Local Business that Provides Goods

E. Answers to assignment sheets

F. Test

G. Answers to test

II. Instructor's guide

A. Order/obtain materials to supplement this unit.

B. Discuss unit and specific objectives.

- Explain to students that getting to know their community will help them better understand how each person and their business and/or position plays a key role in the economic survival of the community.

C. Discuss information sheet and assignment sheets.

1. Review terms that relate to community business using Information Sheet, Section I.

2. Discuss types of businesses using Information Sheet, Section II, and Assignment Sheet #1.

- Poll the class for types of businesses in your community and document the responses.

- Have students complete Assignment Sheet #1.

SUGGESTED ACTIVITIES

3. Explain the three categories of businesses using Information Sheet, Section III and Assignment Sheets #2 and #3.

   - Have students complete Assignment Sheet #2 by visiting businesses providing services in your community.
   - Have students complete Assignment Sheet #3 by visiting businesses providing goods to your community.

     (NOTE: You may need to divide the class into small work groups so that businesses are not asked the same questions by your entire class.)

   - Discuss results of Assignment Sheets #2 and #3 as a class and compare the two types of businesses.

D. Give test.

E. Critique test and discuss in class.

F. Reteach and retest as necessary.

III. Unit reference

Spann, Margaret. *Social Studies*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

MEETING YOUR COMMUNITY
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Goods — Actual products for sale

EXAMPLES: Clothes, food, furniture, automobiles, appliances

B. Service — Work that does not produce tangible commodities

EXAMPLES: Electricians, plumbers, building contractors, doctors, dentists, hospitals, banks, veterinarians, fire departments

C. Chamber of Commerce — Group of business people organized to protect and promote the business of a city or state; it provides information on both businesses and social organizations

(NOTE: For information about local businesses, the Chamber of Commerce is an excellent resource.)

II. Types of Businesses

A. Retail — Business that provides goods or services at retail or full price

EXAMPLES: Dillards, Sears, JC Penney

B. Wholesale — Business that provides goods or services at wholesale prices

EXAMPLE: Sam's Wholesale Warehouse

C. Discount — Business that provides goods or services at discount prices

EXAMPLES: Revco Discount Drugs

D. Cooperative — Business that provides goods and services for only its members

III. Categories of businesses

A. Sole proprietorship — Business having only one owner

B. Partnership — Business having two or more owners who share in the profits according to their investment in the business

INFORMATION SHEET

EXAMPLES: Two partners may share equally in a business. Profits would be divided 50/50.

One partner may have invested 30 percent of the assets while the other partner invested 70 percent of the assets. Profits would be divided 30/70 according to the partners' investments.

C. Corporation — Business owned by its stockholders

EXAMPLES: General Motors, IBM, AT&T, Proctor & Gamble

MEETING YOUR COMMUNITY
UNIT III

ASSIGNMENT SHEET #1 — IDENTIFY BUSINESSES IN YOUR AREA

NAME _____ SCORE _____

Directions: Make a list of at least fifteen businesses in your area. (You might prefer to list those businesses with which you are familiar.) Beside each business, indicate what the purpose of the business is and whether it provides goods or services or both.

	BUSINESS	PURPOSE	GOODS OR SERVICES
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

ASSIGNMENT SHEET #1

	BUSINESS	PURPOSE	GOODS OR SERVICES
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____

MEETING YOUR COMMUNITY
UNIT III

ASSIGNMENT SHEET #2 — VISIT A LOCAL BUSINESS THAT PROVIDES A SERVICE

NAME _____ SCORE _____

Choose one of the local businesses you listed in Assignment Sheet #1 that provides services. Visit that business and answer the following questions.

1. How many different services does the business provide?_____

_____

2. What are normal working hours?_____

_____

3. Does the business provide services before or after normal working hours? If so, explain under what conditions the business will provide services after normal hours. Also explain how the business charges for services after normal hours.

_____

_____

4. How many employees does the business have?_____

_____

5. What kind of special training (if any) must the employees have?_____

_____

6. Where do the employees get their special training?_____

_____

7. Does the owner or manager of the business actually perform services, or does he/she primarily manage other employees?

_____

8. Where is the business located?_____

_____

9. Does the business advertise in the local papers?_____

If so, what type of ads does it run?_____

_____

ASSIGNMENT SHEET #2

10. Does the business advertise in the yellow pages of the phone book? If so, what type of ad appears?_____

_____

11. Provide any other pertinent information about this business that has not been covered in the previous questions._____

_____

_____

_____

_____

_____

MEETING YOUR COMMUNITY
UNIT III

ASSIGNMENT SHEET #3 — VISIT A LOCAL BUSINESS THAT PROVIDES GOODS

NAME _____ SCORE _____

Choose one of the local businesses you listed in Assignment Sheet #1 that provides goods. Visit that business and answer the following questions.

1. What kind of goods does the business provide?_____

_____

2. What are normal working hours?_____

_____

3. Does the business sell goods before or after normal working hours? If so, explain under what conditions the business will provide goods after normal hours. Also explain how the business charges for services after normal hours.

_____

_____

4. How many employees does the business have?_____

_____

5. What kind of special training (if any) must the employees have? _____

_____

6. Where do the employees get their special training?_____

_____

7. Does the owner or manager of the business actually sell goods, or does he/she primarily manage other employees?

_____

8. Where is the business located?_____

_____

9. Does the business advertise in the local papers?_____

If so, what type of ads does it run?_____

_____

ASSIGNMENT SHEET #3

10. Does the business advertise in the yellow pages of the phone book? If so, what type of ad appears?

_____

11. Provide any other pertinent information about this business that has not been covered in the previous questions.

_____

_____

_____

_____

MEETING YOUR COMMUNITY
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor.

Assignment Sheet #2 — Completed to the satisfaction of the instructor.

Assignment Sheet #3 — Completed to the satisfaction of the instructor.

MEETING YOUR COMMUNITY
UNIT III

TEST

NAME _____ SCORE _____

1. Define the following terms related to community business.

   a. Goods — _____

   _____

   b. Service — _____

   _____

   c. Chamber of Commerce — _____

   _____

2. Match types of businesses to their definitions. Write the correct answers in the blanks.

   _____a. Business that provides goods or services at full price

   _____b. Business that provides goods or services at wholesale prices

   _____c. Business that provides goods or services at discount prices

   _____d. Business that provides goods and services for only its members

   1. Discount
   2. Retail
   3. Wholesale
   4. Cooperative

3. Define three categories of businesses.

   a. Sole proprietorship — _____

   _____

   b. Partnership — _____

   _____

   c. Corporation — _____

   _____

MEETING YOUR COMMUNITY
UNIT III

ANSWERS TO TEST

1. a. Goods — Actual products for sale
   b. Services — Work that does not produce tangible commodities
   c. Chamber of Commerce — Group of business people organized to protect and promote the business of a city or state; it provides information on both businesses and social organizations

2. a. 2
   b. 3
   c. 1
   d. 4

3. a. Sole proprietorship — Business having only one owner
   b. Partnership — Business having two or more owners who share in the profits according to their investment in the business
   c. Corporation — Business owned by its stockholders

UNDERSTANDING AMERICAN SYMBOLISM
UNIT IV

UNIT OBJECTIVE

After completing this unit, students should be able to recognize and identify both national and state symbols. This knowledge will be evidenced by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Define terms related to American symbols.
2. Identify well-known American symbols.
3. Identify lesser-known American symbols.
4. Identify symbols relative to his or her state.
5. Analyze the use of symbols in newspapers.
6. Analyze the use of symbols in magazines.

UNDERSTANDING AMERICAN SYMBOLISM
UNIT IV

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1 — Analyze the Use of Symbols in Newspapers

2. Assignment Sheet #2 — Analyze the Use of Symbols in Magazines

E. Answers to assignment sheets

F. Test

G. Answers to test

II. Instructor's guide

A. Order (or obtain) materials to supplement unit.

(NOTE: Teachers outside of Oklahoma will need to gather information about their state symbols as that information is not provided in this unit.)

B. Discuss unit and specific objectives.

C. Discuss information and assignment sheets.

1. Review terms and definitions relevant to this unit using Information Sheet, Section II.

2. Discuss well-known American symbols using Information Sheet, Section II.

- Ask students where they have seen these symbols used.

- Have a discussion of what the symbols mean to the students.

SUGGESTED ACTIVITIES

3. Discuss lesser-known American symbols; use Information Sheet, Section III.

   - Have students identify the symbols they have seen before and tell where they have seen them.

4. Discuss state symbols using Information Sheet, Section IV.

   - Have students complete Assignment Sheet #1.

   - Have students complete Assignment Sheet #2.

D. Give test.

   Critique test and discuss in class.

F. Reteach and retest as necessary.

III. Unit references

A. *Directory of Oklahoma: State Almanac 1987-1988.* Oklahoma City, Oklahoma: Oklahoma Department of Libraries, 1987.

B. Lehner, Ernest, ed. *American Symbols.* New York: Penn, 1957.

UNDERSTANDING AMERICAN SYMBOLISM
UNIT IV

INFORMATION SHEET

I. Terms and definitions

A. Symbol — A visible sign that stands for something else or suggests something else

B. Symbolism — Expression of the invisible or intangible by means of visual or sensual representations

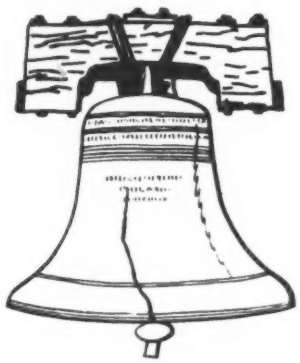
II. Well-known American symbols

(NOTE: The following symbols reflect America as a whole and are seen very often in newspapers, in magazines, on billboards, and on television.)

A. Concord minuteman

B. First official flag

C. Liberty bell



D. Capitol, Washington, DC

INFORMATION SHEET

E. American flag

F. Bald eagle

G. Great Seal of the United States

H. Statue of Liberty

I. Uncle Sam

J. United States Army

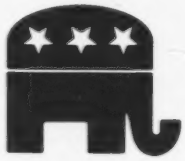
INFORMATION SHEET

K. United States Air Force

L. United States Marine Corps

M. United States Coast Guard

N. Republican elephant



O. Democratic donkey

INFORMATION SHEET

III. Lesser-known American symbols

A. Buffalo

B. Barber's pole

C. American cowboy

D. Chrysler

Used with permission of the Chrysler Corporation.

E. Ford

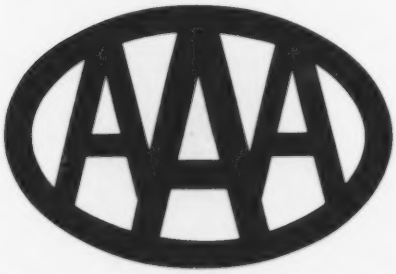
Used with permission of the Ford Motor Company.

F. Buick

Used with permission of the Buick Division of the General Motors Corporation.

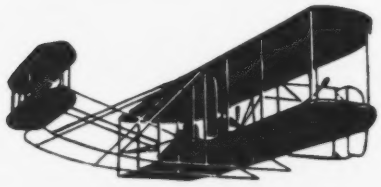
INFORMATION SHEET

G. American Automobile Association



Used with permission of the American Automobile Association, Falls Church, Virginia.

H. Wright Brothers



I. American Airlines

Used with permission of American Airlines.

J. American Heart Association

Used with permission of the American Heart Association.

K. American Cancer Society

Used with permission of the American Cancer Society.

L. American Lung Association

Used with permission of the American Lung Association.

INFORMATION SHEET

M. National Easter Seal Society

Used with permission of the National Easter Seal Society.

N. Lions Clubs International

Used with permission of Lions Clubs International.

O. Kiwanis International

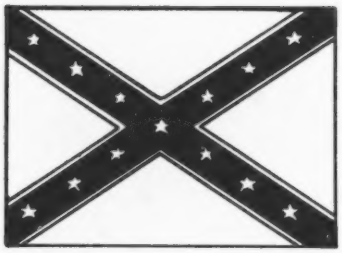
Used with permission of Kiwanis International.

P. Smokey the bear

Q. U.S. Forest Service

INFORMATION SHEET

S. Confederate



IV. Oklahoma symbols

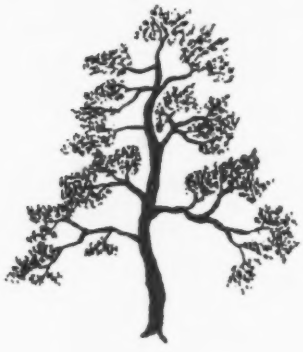
(NOTE: For symbols other than those of Oklahoma, see your instructor.)

A. State bird—Scissor-tailed flycatcher

INFORMATION SHEET

B. State flower—Mistletoe

C. State tree—Eastern Redbud



D. State flag

INFORMATION SHEET

E. Wheat

F. Oil well

UNDERSTANDING AMERICAN SYMBOLISM
UNIT IV

ASSIGNMENT SHEET #1 — ANALYZE THE USE OF SYMBOLS IN NEWSPAPERS

NAME _____ SCORE _____

Collect two Sunday newspapers from different publishers. Go through each newspaper carefully, and make a list of all the types of symbols used. Note also any symbols that occur more than once and how often they appear. You may find some symbols that are not listed in your information sheet; be sure to include these in your list.

Make a short oral report to the class. Explain why you think the newspapers that you analyzed used a particular symbol. You may want to bring examples to class to illustrate your report.

UNDERSTANDING AMERICAN SYMBOLISM
UNIT IV

ASSIGNMENT SHEET #2 — ANALYZE THE USE OF SYMBOLS IN MAGAZINES

NAME _____ SCORE _____

Choose a popular magazine that you read often or would like to read. Make a list of all the different symbols that you find in the magazine; make note of how often a symbol appears in the magazine. You may find symbols not listed in your information sheet.

Compare your analysis of the symbols in magazines to that of the newspaper. Which uses more symbols?

_____

Did you find any symbols that appeared in both magazines and newspapers?_____

_____

How did you recognize symbols not listed in your information sheet?_____

_____

_____

UNDERSTANDING AMERICAN SYMBOLISM
UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor.

Assignment Sheet #2 — Completed to the satisfaction of the instructor.

UNDERSTANDING AMERICAN SYMBOLISM
UNIT IV

TEST

NAME _____ SCORE _____

1. Define the following terms.

   a. Symbol — _____

   _____

   b. Symbol — _____

   _____

2. Identify the following well-known American symbols. Write the correct names in the blanks.

a. _____

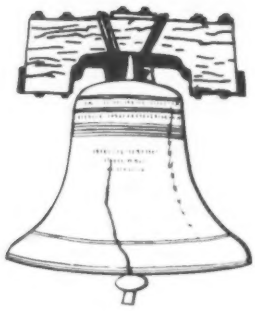
b. _____

c. _____

d. _____

TEST

e. _____



f. _____

g. _____

h. _____

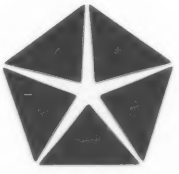
i. _____

j. _____

TEST

k. _____ l. _____

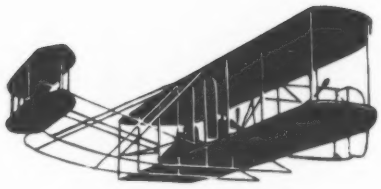
3. Identify the following lesser-known American symbols. Write the correct names in the blanks.

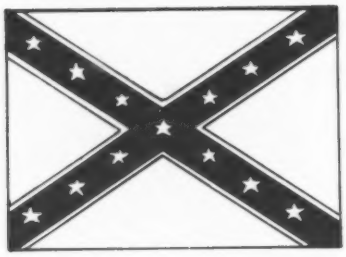


a. _____ b. _____

c. _____ d. _____

TEST

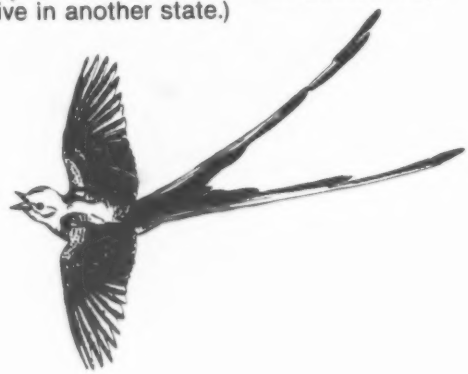




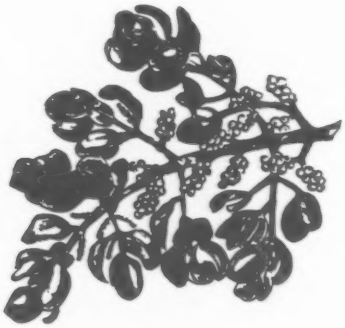
e. _____ f. _____

4. Identify the following state symbols. Write the correct names in the blanks.

(NOTE: The following symbols apply specifically to Oklahoma. Your instructur may choose to substitute your state symbols if you live in another state.)



a. _____ b. _____



c. _____

UNDERSTANDING AMERICAN SYMBOLISM
UNIT IV

ANSWERS TO TEST

1. a. Symbol — A visible sign that stand for something else or suggests something else
   b. Symbolism — Using symbols to express the invisible or intangible by means of visual or sensual representations

2. a. Bald eagle
   b. Statue of Liberty.
   c. Uncle Sam
   d. Great Seal of U.S.
   e. American flag
   f. Liberty Bell
   g. Democratic donkey
   h. Republican elephant
   i. Capital, Washington, DC
   j. First official flag
   k. U.S. Army
   l. U.S. Air Force

3. a. U.S. Forest Service
   b. Chrysler
   c. American cowboy
   d. American Airlines
   e. Wright Brothers
   f. Confederate flag

4. a. Oil Well
   b. Scissor-tailed flycatcher
   c. Wheat

   or Evaluated to the satisfaction of the instructor.

VOTING
UNIT V

UNIT OBJECTIVE

After completing this unit, the student should be able to select from a list constitutional amendments dealing with voting, reasons for not voting, state voting requirements, dangers of not voting, and ways of becoming a responsible voter. This knowledge will be evidenced by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms and definitions related to voting.
2. List the amendments of the United States Constitution that deal with voting.
3. List state voting requirements.
4. List reasons for not voting.
5. Select from a list dangers of not voting.
6. List reasons why voting is important to all citizens.
7. Select from a list ways to become a responsible voter.

VOTING
UNIT V

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

C. Transparency Master #1 — Voting Ballot for Oklahoma

D. Supplement #1 — Which Road Shall I Take?

E. Information sheet

F. Assignment sheets

1. Assignment Sheet #1 — Investigate Reasons for Voting or Not Voting

2. Assignment Sheet #2 — Analyze Election Headlines

G. Answers to assignment sheets

H. Test

I. Answers to test

II. Instructor's guide

A. Order (or obtain) materials to supplement unit

Videos:

(NOTE: The following videos are available to Oklahoma instructors on a free-loan basis from the Media Resources, Oklahoma State Department of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074, 1-405-743-5164 or 1-800-522-5810.)

1. *Your Vote Counts: State and Local Government*; 2-part filmstrip-on-video, 40 min. Available from The Center for Humanities, Communication Park, Box 1000, Mount Kisco, New York 10549-0010, 1-800-431-1242.

2. *First Tuesday*, 23 min. Available from the San Diego County Registrar of Voters, 5201 Ruffin Road, Suite I, San Diego, CA 92123, 1-619-694-3400.

(NOTE: Although it provides specific details about California's system of voter registration, it can be used as a stimulant for discussion.)

SUGGESTED ACTIVITIES

Books, pamplets, etc.

1. *A Guide to the 19(XX) Statewide Elections in Oklahoma*. This publication (or a similar one) is prepared before each statewide election. This booklet is available from all county election boards in Oklahoma. Out-of-state instructors should contact their local election boards for information on their state voting guide.

2. Contact your local election board to obtain various pamphlets produced on topics such as absentee voting, voting eligibility, special services provided by the election board, etc.

B. Discuss unit and specific objectives.

C. Discuss information and assignment sheets.

1. Review terms and definitions related to voting using Information Sheet, Section I.

2. Discuss the amendments of the Constitution dealing with voting; use Information Sheet, Section II.

   - Show video *Your Vote Counts: State and Local Government* and discuss with class.

3. Discuss the voting requirements in your state using Information Sheet, Section III.

   (NOTE: The information provided is based on Oklahoma's requirements.)

   - Ask how many students in the class are registered to vote and how many have voted. Ask how many vote on a regular basis.

   - Have students discuss what they have seen and heard on election days in the past (i.e. radio, television, newspaper, local precincts, etc.)

   - Show video *First Tuesday* after explaining Oklahoma's voting requirements.

4. Discuss the reasons for not voting using Information Sheet, Section IV.

   - Ask those students who are not registered or choose not to vote to explain why. Ask them to discuss what they think the dangers of not voting are.

   - Have students complete Assignment Sheet #1.

5. Explain the dangers of not voting using Information Sheet, Section V.

   - Compare the countries where the citizens are not allowed to vote to the United States.)

SUGGESTED ACTIVITIES

6. Explain reasons why all citizens should vote; use Information Sheet, Section VI.

   - Have students complete Assignment Sheet #2.
   - Use Assignment Sheet #2 to discuss what happens on election day.
   - Discuss the most recent presidential election and how the voters played an important part in the election.

7. Discuss ways to become a responsible voter using Information Sheet, Section VII and Supplement #1.

   - Invite a senator or representative to come to class to discuss the importance of voting during all elections.
   - Invite a person who works at the polls to come to class and explain what happens at the polls on election day.

D. Give test.

E. Critique test and discuss in class.

F. Reteach and retest as necessary.

III. Unit reference

Spann, Margaret. *Social Studies*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

RCP - 119

TM #1

OFFICIAL PRESIDENTIAL ELECTOR BALLOT

GENERAL ELECTION, NOVEMBER 8, 1988

ATTENTION VOTER:
Detach this stub in the presence of the Precinct Inspector before depositing ballot in the ballot box.

OFFICIAL PRESIDENTIAL ELECTOR BALLOT

GENERAL ELECTION, NOVEMBER 8, 1988

SAMPLE BALLOT

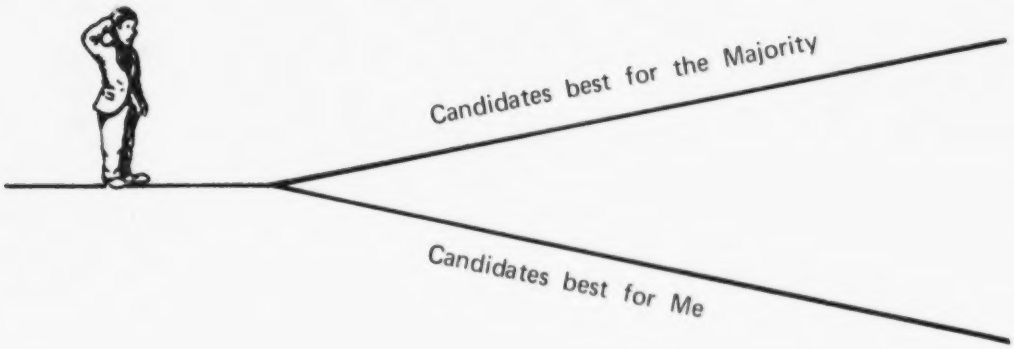
DEMOCRATIC	REPUBLICAN	NEW ALLIANCE	LIBERTARIAN
PRESIDENTIAL	**PRESIDENTIAL**	**PRESIDENTIAL**	**PRESIDENTIAL**
For President MICHAEL S. DUKAKIS	For President GEORGE BUSH	For President LENORA B. FULANI	For President RON PAUL
For Vice President LLOYD BENTSEN	For Vice President DAN QUAYLE	For Vice President JOYCE DATTNER	For Vice President ANDRE MARROU
FOR ELECTORS	FOR ELECTORS	FOR ELECTORS	FOR ELECTORS
☐ LOU ROGERS WATKINS M. DAVID RIGGS LORETTA Y. JACKSON FRED L. BOETTCHER C. PAT FRANK RANDY L. BEUTLER NEIL McELDERRY, JR. DEMETRIUS BEREOLOS	☐ RON COLLETT LAVELLE DENNIS MARY LOU MATHIS JOYCE PERRING ART RUBIN SUSAN KAY SCHROEDER ROSEMARY TARR DOROTHY ZUMWALT	☐ SANDRA WILLIAMS SUSANNE MICHELLE ADAMS CAROL J. MIZELL TONI A. ZUCCONI TANIA ANN ZUCCONI RHONDA K. TSOTIGH JEFFREY L. FULLER CARL JONATHAN WOOD	☐ F.G. LITZAW BRIAN W. HOLK G. DENNIS GARLAND PAUL O. WOODARD MARY E. LAURENT DEBBY L. WAIR WHITNEY L. BOUTIN, JR. MICHAEL A. WAIR

VOTING
UNIT V

SUPPLEMENT #1 — WHICH ROAD SHALL I TAKE?

NAME _____ SCORE _____

Study the following cartoon and describe the message it contains.



VOTING
UNIT V

INFORMATION SHEET

I. Terms and defintions

A. Registration — Process by which a person places his name on record in order to qualify to vote

B. Absentee voter — A voter unable to cast his ballot in his precinct; usually votes by mail

C. Straight ticket voter — A person who votes for all the candidates of only one party

D. Split ticket voter — A person who votes for candidates in different parties

E. Political party — An association of voters who organize to elect members to public office, operate government, and determine public policy

F. Precinct — A neighborhood election district

G. Independent voter — A person who belongs to no party but votes for his preferred candidate

II. Amendments of the United States Constitution that deal with voting

A. 15th Amendment — Gave every male citizen of the U.S. the right to vote regardless of race or color (1870)

B. 19th Amendment — Gave women citizens the right to vote (1920)

C. 26th Amendment — Gave 18-year-olds the right to vote in federal elections only (1971)

III. Voting requirements in Oklahoma

(NOTE: For voting requirements for states other than Oklahoma, see your instructor.)

A. Must be at least 18 years of age

B. Must be a citizen of United States

C. Must be a resident of Oklahoma

D. Must register at least ten days before an election

(NOTE: You only need to register one time; however, if you move, you must register at your new home; or if you fail to vote in a statewide election in an eight-year-period, you must re-register.)

INFORMATION SHEET

IV. Reasons for not voting

- A. Apathy
- B. Imprisonment
- C. Failure to register
- D. Illness or physical inability to get to the polls
- E. Religious beliefs
- F. Illiteracy

V. Dangers of not voting

- A. May get low quality performance from officials
- B. May lead to inefficient government operation
- C. May lose right to participate in making the laws
- D. Could lead to a dictatorship

VI. Reasons why voting is important to all citizens

- A. Power to vote is the power to change the government
- B. Valued right of being heard
- C. Most basic form of political expression

VII. Ways to become a responsible voter

- A. By reading newspapers
- B. By watching television news programs
- C. By talking to candidates
- D. By listening and talking to other voters
- E. By volunteering to help with a campaign

VOTING
UNIT V

ASSIGNMENT SHEET #1 — INVESTIGATE REASONS FOR VOTING OR NOT VOTING

NAME _____ SCORE _____

1. Interview three people.
2. Ask them if they voted in the last presidential election.
3. Record their reasons either for voting or not voting. Do you feel that the reason given was a good one? Why?

VOTING
UNIT V

ASSIGNMENT SHEET #2 — ANALYZE ELECTION HEADLINES

NAME _____ SCORE _____

Read through recent newspapers and write down headlines concerning elections. Under each headline, describe what you feel the writer wishes to tell the reader by the headline. Is it a positive or negative message?

HEADLINE #1 _____

HEADLINE #2 _____

HEADLINE #3 _____

ASSIGNMENT SHEET #2

HEADLINE #4 _____

HEADLINE #5 _____

HEADLINE #6 _____

VOTING
UNIT V

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1 — Completed to the satisfaction of the instructor.

Assignment Sheet #2 — Completed to the satisfaction of the instructor.

VOTING
UNIT V

TEST

NAME _____ SCORE _____

1. Match the following terms and definitions. Write the correct numbers in the blanks.

_____a.	A person who votes for candidates in different parties	1. Straight ticket voter
_____b.	A voter unable to cast his ballot in his precint; usually votes by mail	2. Independent voter
_____c.	A person who votes for all candidates of only one party	3. Split ticket voter
_____d.	A voter who belongs to no party but votes for his preferred candidate	4. Absentee voter

2. List the amendments of the United States Constitution that deal with voting.

   a. _____

   b. _____

   c. _____

3. List the voting requirements in your state. It may not be necessary to use all blanks.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

4. List reasons for not voting.

   a. _____

   b. _____

TEST

c. _____

d. _____

e. _____

f. _____

5. Select from the following list dangers of not voting. Write an "X" in the blank before each correct answer.

_____a. Could lead to a dictatorship

_____b. Could result in a better government body

_____c. May lead to inefficient government operation

_____d. May lose right to participate in making the laws

_____e. May get low quality performance from officials

6. List reasons why voting is important to all citizens.

a. _____

b. _____

c. _____

7. Select from the following list ways to become a responsible voter. Write an "X" in the blank beside each correct answer.

_____a. By talking to candidates

_____b. By not volunteering to help with a campaign

_____c. By reading history books

_____d. By watching television news programs

_____e. By reading newspapers

_____f. By listening and talking to other voters

VOTING
UNIT V

ANSWERS TO TEST

1. a. 3
   b. 4
   c. 1
   d. 2

2. a. 15th Amendment
   b. 19th Amendment
   c. 26th Amendment

3. Answers may vary from state to state. Evaluated to the instructor's satisfaction.

4. Answers should include the following.

   a. Apathy
   b. Imprisonment
   c. Failure to register
   d. Illness or physical inability to get to the polls
   e. Religous beliefs
   f. Illiteracy

5. a, c, d, e

6. a. Power to vote is the power to change the government
   b. Valued right of being heard
   c. Most basic form of political expression

7. a, d, e, f

LAW ENFORCEMENT
UNIT VI

UNIT OBJECTIVE

After completing this unit, the student should be able to state duties of law enforcement officers and name ways law enforcement offices are financed. The student should also be able to participate in a mock trial. This knowledge will be evidenced by completing assignment sheet and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms and definitions associated with law enforcement.
2. State the duties of law enforcement officers.
3. Name ways in which law enforcement offices are financed.
4. Participate in a mock trial.

LAW ENFORCEMENT
UNIT VI

SUGGESTED ACTIVITIES

I. Unit contents

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment Sheet #1 — Participate in a Mock Trial

E. Answers to assignment sheet

F. Test

G. Answers to test

II. Instructor's guide

A. Order (or obtain) materials to supplement unit.

B. Discuss unit and specific objectives.

C. Discuss information and assignment sheets.

1. Review terms and definitions relevant to law enforcement; use Information Sheet, Section I.

2. Discuss the duties of law enforcement officers using Information Sheet, Section II.

- Invite law enforcement officers to come to class on different days to discuss their duties and how their jobs differ from other law enforcement officials.

3. Discuss the methods of financing law enforcement offices; use Information Sheet, Section III.

- Ask a county official to come to class to explain the law enforcement budget for his/her county.

- Arrange for class to attend a local court while it is in session to obtain first-hand information on the justice system.

- Have students complete Assignment Sheet #1.

SUGGESTED ACTIVITIES

D. Give test.

E. Critique test and discuss in class.

F. Reteach and retest as necessary.

III. Unit reference

Spann, Margaret. *Social Studies*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

LAW ENFORCEMENT
UNIT VI

INFORMATION SHEET

I. Terms and definitions

A. Tax — A charge imposed by authority on the people

B. Revenue — Income of a government from taxes

C. Bailiff — A minor officer serving as messenger or usher

D. Trial — A formal examination and decision of a case by a court of law

E. Jury — A body of men and/or women sworn to give a verdict on some matter submitted to them

F. Judge — A public official with authority to hear and decide cases in a court of law

G. Defense attorney — One who defends the accused

H. Prosecutor — An officer who carries on a legal suit

I. Misdemeanor — Any minor offense bringing a lesser punishment than a felony

J. Felony — A major crime

EXAMPLES: Murder, arson, etc.

II. Duties of law enforcement officers

A. Public defender — Appointed to defend those who cannot afford an attorney

B. Judge — Maintains order and proper court proceedings

C. District attorney — Investigates crimes and misdemeanors

D. Bailiff — In charge of the jury and court order of business

E. Clerk of the court — Records all court proceedings

III. Ways in which law enforcement offices are financed

(NOTE: Other county government offices share in these finances.)

A. Personal property taxes

B. Real estate taxes

INFORMATION SHEET

C. Court costs

D. Fines and penalties

E. Revenue stamps

F. Recording fees

G. Marriage license fees

LAW ENFORCEMENT
UNIT VI

ASSIGNMENT SHEET #1 — PARTICIPATE IN A MOCK TRIAL

Participating in a mock trial is a good way to become familiar with the way the judicial system works.

Using the following list as a guide, the participants may be chosen by your instructor or be elected by the class. Remaining class members may serve as witnesses or courtroom observers.

Your instructor will supply such details as the nature of the crime, where and when it occurred, and any other information that will help make this a realistic enactment.

- Judge
- Jury (12)
- Defense Attorney
- Prosecuting Attorney
- Bailiff
- Plaintiff
- Defendant

LAW ENFORCEMENT
UNIT VI

ANSWERS TO ASSIGNMENT SHEET

Assignment Sheet #1 — Evaluated to the satisfaction of the instructor.

LAW ENFORCEMENT
UNIT VI

TEST

NAME _____ SCORE _____

1. Match terms and definitions associated with law enforcement. Write the correct numbers in the blanks.

_____a. An officer who carries on a legal suit

_____b. A formal examination and decision of a case by a court of law

_____c. A body of men and/or women sworn to give a verdict on some matter submitted to them

_____d. A minor offense

_____e. One who defends the accused

_____f. Income of a government from taxes

_____g. A major crime

_____h. A minor officer serving as messenger or usher

_____i. A public official with authority to hear and decide cases in a court of law

_____j. A charge imposed by authority on the people

1. Tax
2. Jury
3. Trial
4. Misdemeanor
5. Prosecutor
6. Felony
7. Revenue
8. Judge
9. Defense attorney
10. Bailiff

2. State the duties of the following law enforcement officers.

a. Public defender — _____

_____

b. Judge — _____

_____

c. District attorney — _____

_____

TEST

d. Bailiff — _____

_____

e. Clerk of the court — _____

_____

3. Name four ways in which law enforcement offices are financed.

a. _____

b. _____

c. _____

d. _____

(NOTE: Test item 4 is an assignment sheet. It is an important part of this test. If you have not completed it, see your instructor.)

4. Participate in a mock trial.

LAW ENFORCEMENT
UNIT VI

ANSWERS TO TEST

1. a. 5
   b. 3
   c. 2
   d. 4
   e. 9
   f. 7
   g. 6
   h. 10
   i. 8
   j. 1

2. a. Appointed to defend those who cannot afford an attorney
   b. Maintains order and proper court proceedings
   c. Investigates crimes and misdemeanors
   d. In charge of jury and court order of business
   e. Records all court proceedings

3. Answer may include any four of the following.

   a. Personal property taxes
   b. Real estate taxes
   c. Court costs
   d. Fines and penalties
   e. Revenue stamps
   f. Recording fees
   g. Marriage license fees

4. Evaluated to the satisfaction of the instructor.